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ABSTRACT

Changes in a Home Economics curriculum at Lehman College of the City University of New York from 1979-1988 are examined, and a line of inquiry first reported in 1983 is continued. A secondary, feminist analysis of the earlier data, combined with the current data, discloses the extent to which the patriarchal academy will go to attack the "mental world" of academic women. The feminist analysis suggests that all knowledge is gendered, and that power relations in academe are most acutely experienced by women in "low status" all-female departments such as Home Economics. A history of postsecondary education for women is provided with a focus on pertinent literature. It is noted that Home Economics has its own "space" among the academic disciplines, and that space is gendered female. Only recently has Home Economics been examined as a discipline influenced by the gender division of labor and distinguished by the cultural norms of femaleness. Home Economics (as an academic discipline) is in a unique position to illustrate gender and power issues in higher education and the way they influence perceptions of woman's "proper place" in the academy. It is concluded from research at Lehman College that the issue of gender influenced the power and status of the Department of Family and Consumer Studies, the University treated an all-woman's department differently, and the Home Economics department was not allowed to participate in the decisions that determined its academic destiny. Tables are included. Contains 33 references. (Author/SM)

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THE RAPE OF A DISCIPLINE: HOME ECONOMICS UNDER ATTACK

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ABSTRACT

This paper continues a line of inquiry previously reported in 1983 (ED 232 537) and 1986 (ED 260 200). In this paper, a comparison of events described by Nerad (1987) concerning the Home Economics department at Berkeley (1916-1962) and events at Lehman College, CUNY (1979-1988) discloses evidence of patriarchal power coloring the history and direction of changes in Home Economics curriculum. A feminist analysis of the data supports the view that all knowledge is gendered, and that power relations in academe are most acutely experienced by women in "low status," all-female departments such as Home Economics.

THE RAPE OF A DISCIPLINE: HOME ECONOMICS UNDER ATTACK

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> Being a man or woman is at the core of our social lives and of our inner selves. Gender and age are among the basic categories of the social fabric; the elaboration of them into the division of labor forms the bedrock of culture in history.... Just as all knowledge -- even language itself -- is political, reflecting power relations, all knowledge is gendered.
>
> Carol A. B. Warren (1988)

Rape is an ugly word. It grates on a woman's psyche like tires screeching to a stop, like chalk on a blackboard. Rape is a form of oppression that women have for centuries endured in victimized silence. It leaves a demoralizing aftermath. Fear of rape is the ultimate patriarchal control mechanism. It makes women depend on men to protect them from other men (Brownmiller, 1975). As a metaphor, it raises images of violence, domination, powerlessness, degradation, and humiliation. I chose this metaphor deliberately because it evokes the image of a woman's body boundaries brutally invaded. I use it here to call into consciousness the invasion of a female-boundaried body of knowledge -- Home Economics -- by the patriarchally dominated Academy.

The women's movement has demanded for us the right to control our bodies and to protect our children, the products of our biological labor. The next battle will be for the right to "own" our minds and the right to protect the products of our mental labor -- our "brain children," so to speak.

Paper presented at the SIG/Home Economics Research paper session "Vision and Validity: Can Research, Theory, and Practice Mesh? Annual Meeting of the American Educational Research Association, New Orleans, LA, April 7, 1988.

A Methodological Note

Research in naturalistic settings -- especially academic settings -- poses major methodological challenges. One problem is the inordinate amount of "paper work" (some of it ephemeral) that accompanies organizational and curricular change in higher education. Earlier (1982, 1983), I employed a unique methodology by which to identify, trace, and analyze curricular change. HEGIS code numbers were used to differentiate "Home Economics" from "non-Home Economics" programs. The same technical device, employed by another institutional researcher, is important here (Donleavy, 1987). Yet another problem lies in the fact that women are "outside" the direct lines of power in most organizations, including colleges and universities. Any research that might be critical of the institution -- and so challenge male power -- will be obstructed. The researcher will be "shut out" of the data. Women are especially vulnerable to being "shut out" in this way. The matter of access is related to power differences in higher education. Those power differences are gender-related. Knowledge is power, so women must be denied knowledge as a way to deny them power. Gender and governance are *both* power issues. And they are crucial factors in fields (such as Home Economics) where women predominate. Moreover, the governance structures of higher education are insensitive to and inimical to the philosophical orientation, mission, and praxis that perfuses Home Economics and makes it "different" from "other" disciplines.

Grimshaw makes this point:

> Women have often been in the power of men; at the same time, they have sometimes also had power over men. But the associations of "power" in each case have tended to be different. The power of men over women has often been a matter of authority, of force and of violence. The power of women over men has often depended on wiles and cunning and

> on devious strategies to conceal that power. But women have wanted to "empower" themselves to act in new ways and reject old definitions of themselves; yet the old associations of "power" may seem inadequate for this. The meeting of women in feminism has sometimes suggested new ways to think about "power"; about the "empowering" of women in ways that do not recapitulate the dominant institutionalized forms of hierarchy, violence or cunning. Conceptions of unrealised potentialities, of new social forms and patterns, and of the development of the self, go hand in hand. And these new conceptions arise in the space left, as it were, by old contrasts and contradictions, and by the way in which the latter are inadequate to conceptualise new social forms or more coherently articulated personal goals. (1986, p. 138)

Elsewhere I have argued that the knowledge system of Home Economics represents an alternative to the knowledge system legitimated by patriarchy (Thompson, 1984b). The emancipatory, empowering potential of Home Economics, if left to itself, could upset the power relations of patriarchy (Thompson, 1986g, ED 260 200).

This paper examines changes in a Home Economics curriculum at Lehman College of the City University of New York (1979-1988). It continues a line of inquiry first reported in 1983 (ED 232 537). A secondary, feminist analysis of the earlier data, combined with the current data, discloses the extent to which the patriarchal academy will go to attack the "mental world" of academic women. In the five years since these events were first reported, the facts have not been challenged by Lehman College, the City University of New York, or the New York State Education Department. Further evidence is presented to support and expand the earlier findings and suggest that the events reported occurred not through oversight -- but by design.

Home Economics Education: A Feminist Issue

From a feminist perspective, the evolution of post-secondary education for women into (1) elitist women's colleges, (2) innovative coeducational institutions, and (3) populist Land Grant institutions represents three

academic paradigms that offer different "world views" and even "gender views" for female *and* male students, faculty, and administrators. Home Economics flourished in the State Land Grant colleges and universities. Brief experiments flickered in elitist institutions (such as Vassar) but then faded out. Today, Home Economics leads a precarious existence in some of the patriarchal institutions where it was once welcomed. Each type of institution promotes certain norms that "socialize" members of the academic community (students and faculty) into adopting the "correct" world view. Administrators have control of the reward system that influences what the "correct" view will be.

For more than two decades, there has been an effort to emphasize "scientific" research paradigms in Home Economics while neglecting feminist or gender-based theory. As I hope to show, this may prove to be short-sighted. Current feminist scholarship suggests that the model to which female academics must subscribe is a "male" model of science, generalizing from a masculine world view as though it were a neutral one (Keller, 1983, 1985; Bleier, 1984; Harding, 1986; Harding and O'Barr, 1987; and Bordo, 1987). Feminist scholarship raises questions about the so-called "objectivity" of both science *and* its methods. If male "subjectivity" is accepted as scientific "objectivity," it denies "equal opportunity" to the way females engender "subjectivity" and "objectivity" in the pursuit of knowledge. Feminist theory illuminates the reason for the status accorded to the "nutrition science" and "textile science" components of the Home Economics curriculum at the expense of "human science" and "social science" components of the curriculum that promote integration rather than fragmentation of knowledge.

Feminist historians view Home Economics as a vestige of a time when

women were content to accept their traditional roles and to become "experts on housework" or "happy homemakers." Many believe that Home Economics reinforces the gender division of labor that so many women find oppressive. I have argued that Home Economics is a knowledge system -- not a system for perpetuating gender roles (Thompson, 1984a). East (1980) has said that "femaleness" shapes Home Economics. Home economists view their knowledge as being as valid for males as it is for females. Moxley (1986) and Hamilton (1986) note the challenge posed to Home Economics by conceptualizations of the private/public spheres.[1] Moxley writes:

> the early home economists .... viewed their roles as promoting the freedom of women -- freedom to participate more fully in the public sphere and freedom to derive more satisfaction in their private lives. However, contemporary feminist authors ... view the early home economists not as promoting women's freedom but as promoting women's domesticity, of promoting the home as women's 'proper place.' (Citations omitted, p. 27)

Home Economics (as an academic discipline) is in a unique position to illustrate gender and power issues in higher education and the way they influence perceptions of woman's "proper place" in the academy.

The Past: Gendered Knowledge at Berkeley (1916-1962)

Nerad studied the "rise and fall" of the Home Economics department at Berkeley. She was fortunate to have access to historical data -- both written and oral -- in pursuing her research. Her findings were shared in two recent articles published in journals devoted to the new scholarship on women (1987a, 1987b). Nerad argues that gender is not simply a relevant but is a *critical* variable to consider when analyzing the organization of higher education (1987b, p. 157). She also states that "institutional sexism is too simple an answer and does not explain why women are clustered in departments with low presitige and status" (*ibid*).

I would point out that *anywhere* women "cluster" and *anything* women think or do is subject to male-dominant valuation. Prestige and status in the academy as elsewhere are defined by males and bestowed by males. Indeed, "institutional sexism" is neither simple nor apparent to women who accept the values of patriarchy.[2] The "low prestige" of women's departments may be a function of the patriarchal value system as much as it is a function of the gender system. Women often cluster in fields that provide intrinsic satisfaction rather than the extrinsic satisfaction of the partriarchal reward system so evident in higher education. This situation produces tension, conflict, and frustration for many women in academe and elsewhere.

When the Home Economics department opened at Berkeley in 1916, Nerad states that a "manifest ghetto of women" was created (1987a, p. 78). Would she call the all-woman Women's Studies departments that exist today "manifest ghettoes"? The term "marginalized" seems both accurate and appropriate for Home Economics then and now and may also apply to many Women's Studies departments today. Nerad examines the "gender stratification" of the Home Economics department, which she labels "the most obvious women's department" at the University. She posed three questions that can inform our study of Home Economics departments elsewhere -- including Lehman College of the City University of New York:

1. How did the issue of gender affect the power and status of the Home Economics department?
2. How did the University treat an all-women's department?
3. Did the University treat Home Economics in a special way, and if so, why? (Nerad, 1987b, p. 158)

During its formative years, two female professors with different

disciplinary orientations -- "Art" and "Science" -- succeeded in establishing two distinct Home Economics departments at Berkeley: Household Art and Household Science.[3] Dr. Agnes Fay Morgan, with a Ph.D. in Chemistry from the University of Chicago, became Chair of Household Science (Nerad, 1987b, p. 160). Of the two departments, the one with the patriarchal view of "science" gained greater status and prestige. When the Home Economics department was placed in the College of Agriculture in 1938, Morgan tried to "work along the lines of fundamental sciences" (Nerad, 1987b, p. 162. Citing A. F. Morgan, *Oral History*, 1959, p.11).

Nerad shows that external pressure at Berkeley brought about the demise of Home Economics. The Berkeley Academic Senate Committee on Educational Policy (CEP) proposed that the department be moved to the University's Davis campus. It seems safe to assume that the CEP was predominantly male and reflected a patriarchal departmental organization and curriculum. The Davis faculty urged Berkeley to keep Home Economics. The regional (Northern) section of the CEP recommended the Davis move. The central issue in the move was both a departmental *and* a curricular reorganization. The Nutrition Science component was to be severed from the rest of the Home Economics program and kept at Berkeley. The scientific and technical courses (such as food science and food technology) and the Marin Food Laboratory were to be incorporated in the new program at Berkeley (Nerad, 1987b, pp. 162-163). Clearly, the patriarchal paradigm of "rational" science was being imposed and legitimated. This made the evolution of a feminist "normative" science or even an "ecological" science (both of which were implicit in the early years of the Home Economics movement) impossible.[4]

Nerad concludes that "The fall of the Department of Home Economics

took place without consulting the faculty of the department or the Dean of the College of Agriculture in which Home Economics was housed" (1987b, p. 163). A voiceless and invisible group of women became unwilling victims of an administrative "hidden agenda." It was the curricular equivalent of a political *coup* -- an academic power play.[5] According to Nerad:

> Eliminating home economics at Berkeley thus meant eliminating a field of study which in the past had been virtually the only accessible discipline for women with an interest in science. It further meant eliminating a field where women could advance professionally with the same ease and career possibilities as men and where women could occupy leadership positions. (1987b, p. 164)

Nerad's language veils unconscious acceptance of "science" patriarchally defined. Such a view of science reflects an inherent bias against women. In Nerad's words:

> the most *scientifically sound* aspect of home economics -- the core research in human nutrition -- was moved out of the Department by the University administration. Home economics without nutrition was low in status. It simply had to go. (*Ibid.*, emphasis added.)

At Berkeley, following the admission of males to the Home Economics department of Nutrition Science, the faculty shifted from 91 percent female to 31 percent female. Is tilting the bias in favor of males an acceptable alternative to the "female ghetto" Nerad describes?

The Present: Gendered Knowledge at Lehman (1979-1988)

As detailed by Nerad, the Berkeley experience provides a model of comparison for events that occurred at Lehman College of the City University of New York between 1979-1988. The same strategy, of according status and prestige to nutrition, then coopting this curricular component, and destroying the rest has occurred in other institutions. And

it occurred at Lehman. In both cases, the body of knowledge developed by women was forced to submit to the will of the patriarchal academy.

At Berkeley, the end of the Home Economics department was preshadowed by the retirement of Dr. Morgan. At Lehman, it was precipitated in October 1979 by the denial of tenure to the Department Chair, a woman. This left the department without a viable Personnel and Budget (P&B) Committee that made administrative intervention both legal and inevitable.[6] As in the Berkeley case, the "move" made on the department's curricular offerings was to sever nutrition from the rest of the curriculum. However, at Lehman two foods and nutrition courses (FCS 103 and 241) were part of the undergraduate program "core" registered by the State Education Department. At no time did the Home Economics faculty vote on an undergraduate curricular change, though it had no alternative but to acquiesce to the administrative reorganization which distributed the courses between two Departments as shown in Figure 1. What was *not* made clear to the faculty was the fact that administrative reorganization would be used as a justification for curricular reorganization.[7] (*See* Thompson, 1983 ED 232 537.) To legitimate its actions, the Lehman administration changed the name of the Department of Family and Consumer Studies (Home Economics renamed) to the Department of Health Services. In this double move, the entity that *was* Home Economics became a non-entity with a new id-entity. "Non-nutrition" courses in both the undergraduate and graduate programs (together with the teaching faculty) were assigned to the Department of Specialized Services in Education.

The curricular changes appeared in the *Undergraduate Bulletin* (1980-1981). All courses leading to a *single* B.A. or B.S. degree were listed in

two departments. Courses were not cross-listed. Early in the 1980 semester, the Acting Provost, Frederick Shaw, stopped enrollments in all the Home Economics degree programs assigned to the Department of Specialized Services. This was not unlike the "hidden agenda" Nerad chronicles at Berkeley. The two foods and nutrition core courses and other advanced foods and nutrition (including dietetics) courses were briefly assigned to the Health Professions Institute (HPI). The Health Services department was allowed to enrol students in an unregistered undergraduate "nutrition" program based on the few undergraduate Home Economics courses it had been assigned from the Home Economics curriculum (including the core).

Close attention to the HEGIS code numbers (1300 and 1301) appearing on program registration materials submitted with curriculum changes to the College's Student-Faculty Senate revealed that a degree-granting program had been co-opted (Thompson, 1982, 1983). Unlike Nerad's archival resources, the paper trail at Lehman was deliberately obscured, even falsified.

The Scenario: Continued

At Lehman, Home Economics did not go quietly into that sweet oblivion where lost causes go to die. The scenario unfolded further after the conclusion of the study reported in 1983. Students were being enrolled in a new B.S. program in Dietetics, Foods, and Nutrition. In 1985, as a faculty Senator, I asked two questions:

1. What is the date of passage of the B.S. in Dietetics, Foods, and Nutrition?

2. Is the B.S. in Dietetics, Foods, and Nutrition a renaming of the B.S. degree in Family and Consumer Studies [Home Economics]? (Lines 44-46, Lehman College Senate *Minutes*, 2 January 1985.)

At its meeting of February 19, 1986, the Lehman College Senate created an Ad Hoc Committee "to review the B.S. - Dietetics, Foods, and Nutrition program with a view to establishing its legality." Three professors, here called "Professor Jay" from History, "Professor Pi" from Mathematics, and Professor Mary Rita Donleavy, a specialist in Organizational Development from the Department of Specialized Services in Education, were elected to serve on the Ad Hoc Committee. Three students were also elected to serve. "Professor Jay," the historian, in preparing the chronology of events in his report accepted each document on its face, despite serious incongruities and inconsistencies in the use of terms central to the issues raised. The "history" of the degree was not addressed as an historian might do. "Professor Pi," the mathematician, failed a simple exercise in arithmetic which would show that the curriculum changes did not "compute." The courses listed, when "added up," showed that something was amiss (*see* Tables 2 and 3). It seems significant that two professors could not -- or would not -- employ the accepted tools of their own disciplines to address the matter before them.

The Committee's *Final Report*, prepared by Professor Donleavy, the Committee's Chair, follows a rigorous research methodology, including a definition of terms and a detailed content analysis of the documents available for scrutiny. The *Report* points to flaws in language and logic that affect the legal status of the curriculum and the degree. As presented to the Senate by Professor Donleavy, the *Report's* findings were:

1. The B.S. in Dietetics, Foods and Nutrition was never passed by the Senate as a NEW program divorced from its origin in the Home Economics Foods, Nutrition, Dietetics specialization.

2. The B.S. in Dietetics, Foods and Nutrition is a renamed specialization which was one subsumed under the B.S. in Family and Consumer Studies (Home Economics). The CUNY

> Central Office and the State Education Department, not the faculty or the Lehman Senate, renamed the specialization and created a new degree. The program was registered by the State Education Department as a subspecialization of Home Economics [i.e. HEGIS 1306]. (*Final Report*, p. 9)

The *Final Report* corroborates findings in the 1983 study (ED 232 537). *Figure 1*, as prepared by the Committee majority, graphically illustrates the "moves" made on the Home Economics curriculum -- moves that were obscured by name change of both the department and the degrees. (*See* Figure 1.) The College, it concluded, had an illegal program and degree. From a feminist perspective, gender was an issue and power was an issue in the way the matter was handled. The fact that the integrity of a "woman's program" was at stake may account for the patronizing attitude and disinterest on the part of the College faculty.

The *Final Report* concluded that the preconditions ("conditions precedent," in legal terms) for legality as established by the State Education Law, the Lehman College and City University *Bylaws*, and the stated guidelines of the Lehman College Curriculum Committee were *not* met in this case. Neither the letter nor the spirit of the law was followed. The procedures for the revision and registration of the Home Economics curriculum was handled in a significantly "different" way from those followed in other disciplines. Fidelity to the HEGIS taxonomy, which characterizes curriculum changes in History, Mathematics, and Computer Science, for example, was not equally applied to Home Economics curricula. Why? So that a male-dominated administration could "have its way" with an "all female" department and a body of knowledge gendered as "female." It was nothing less than a case of curriculum rape -- a violation of women's intellectual space and the integrity of a discipline of special interest to women.

Course Credits and Credibility

As set forth in the 1979-1980 *Undergraduate Bulletin* of Lehman College (the last *Bulletin* before the courses were removed from the curriculum) the program requirements and the credits per course earned add up CORRECTLY to the total credits stated in the left-hand column. *See* Table 1.

Table 1

53-64 Credit Professional Concentration in Family and Consumer Studies, B.S. To earn the professional (B.S. degree in Family and Consumer Studies, the student must choose one of the five specializations offered by the Department and must meet the requirements of that specialization with course credits distributed as follows:

Credits	
24-26	In family and Consumer Studies: FCS 103, 161, 180, 241, 271, 307, 316, 317, and 473 *NOTE:* FCS 103 is replaced by FCS 126 for the specialization in Housing, Family Economics, and Consumer Studies. FCS 180 is not required for the specialization in Nutrition (Dietetics).
12-23	In science: BIO 181-182 (Anatomy and Physiology—I and II) and CHE 114-115 (Essentials of General Chemistry—Lecture and Lab) The specialization in Foods, Nutrition, and Dietetics requires in addition CHE 120-121 (Essentials of Organic Chemistry, Lecture and Lab—I and II), CHE 244-245 (Introduction to Biochemistry— Lecture and Lab), and BIO 230 (Microbiology) The science requirement may be waived in part for students in the Housing, Family Economics, and Consumer Studies specialization, but the Distribution Requirement in Study Area IV must be met.
15-17	In addition courses in FCS up to 40. These courses must be chosen so as to meet the specific requirements of the chosen specialization in FCS
53-64	

Source: p. 193, 1979-1980 *Undergraduate Bulletin* of Lehman College.

FCS 103 (Introduction to Foods) and FCS 241 (Introduction to Nutrition) were required for all students except for those in the Housing specialization of the degree program. They were *core courses*. However, after the reassignment of the courses to the Department of Health Services, the Lehman *Bulletin* showed an odd discrepancy. Both courses had been removed. Yet the *total number* of credits remain unchanged. The information did not "add up." This discrepancy in courses and credits continues to the time of this writing (March 1988). (*See* Table 2.)

Table 2

53-to-64-Credit Professional Concentration in Family and Consumer Studies, B.S. To earn the professional B.S. degree in Family and Consumer Studies, the student must choose one of the four specializations offered by the Department and must meet the requirement of that specialization with course credits distributed as follows:

Credits	
24-26	In family and consumer studies: FCS 161, 180, 271, 307, 316, 317, and 473
12-23	In science: BIO 181-182 and CHE 114-115. The science requirement may be waived in part for students in the Housing, Family Economics, and Consumer Studies Specialization, but the Distribution Requirement in Study Area IV must be met.
15-17	In additional courses in FCS up to 40. These courses must be chosen so as to meet the specific requirements of the chosen specialization in FCS.
53-64	

Source: p. 350, 1987-1989 *Undergraduate Bulletin* of Lehman College.

Two courses had vanished from the curriculum! But a "trace" remained. *The total number of credits remained unchanged!* A breakdown of the course numbers, names, and credits appears in Table 3.

Table 3

Calculation of the credits in the 1987-1989 *Lehman College Bulletin* shown in Table 2.

Course	Title	Credits
FCS 161	Orientation to FCS	2
180	Modern Housing	3
271	Child Development	3
307	Family Relationships	3
316	Home Management	3
317	Consumption Behavior	3
473	Problems in Home Management	3
		20 Credits Total

One is tempted to play the game "What's wrong with this picture?" As shown in *Table 2*, the 20-credit total does not add up to the 24-26 credits claimed on page 350 in the 1987-1989 *Bulletin*. A "coursectomy" had been performed. But the *Bulletin* listing of total credits went unchanged.

Home Economics: A Gendered Body of Knowledge

Home Economics has its own "space" among the academic disciplines. It is a space gendered "female." In responding to a written question from Professor Donleavy (the Committee Chair), Dr. Denis Paul (of the New York State Education Department) wrote:

> You ask whether HEGIS code 1306 is within the discipline of home economics. In the HEGIS taxonomy, 1300 is the major mission category for home economics. The 1306 HEGIS code is a subcategory for foods and nutrition, to include dietetics.
>
> (*Report Appendix*, p. 14)

Clearly, a curriculum registered under the 1306 HEGIS code is expected to be in Home Economics. Everywhere except at Lehman College! In his reply to Professor Donleavy, Dr. Paul attached excerpts from the HEGIS Classifications representing the taxonomy of academic disciplines:

1300 HOME ECONOMICS

> Subject field designations which characterise students, faculty, facilities, degree programs, research projects, etc. having to do with the theory and practice of family and home care including the science of foods, home decoration and management, and child care.

(*Report Appendix*, p. 17)

This supports the argument (made in 1983) that HEGIS program code numbers designate the discipline in which a program and degree are offered. They represent the boundaries of a recognized *body of knowledge*. As shown in *Figure 1*, the body of knowledge was "raped," and courses were "taken" without the consent of the Home Economics faculty.

A Credit Gap

Like the famous "missing tapes" of the Watergate scandal and the "missing papers" of the Iran-Contra scandal, the "missing credits" prove that something improper occurred at Lehman. No impropriety has ever been admitted by the College, the University, or the State Education Department, but the program in Dietitics, Foods and Nutrition was changed from HEGIS 1301 to HEGIS 1306 -- again without consulting the Home Economics faculty or receiving its approval. The "credit gap" remained in the *Bulletin* for over five years, mute testimony to the violence that occurred. It was a silent marker -- but a symbolic one. The problem is not a mistake in addition. It is a case of covert subtraction. Courses were

subtracted from the program -- but the total number of credits appeared the same. This lent the appearance of propriety. But not the substance. Smoke and mirrors! The purloined courses became the foundation for a new degree-granting program in a "new" department that was, in fact, the renamed Home Economics department. In other words, for "appearances" sake, the program remained registered, without a change. In reality, a part had been substituted for the whole. In order for the credits to be adjusted, the Home Economics faculty in the Department of Specialized Services in Education would have to propose and pass the changes. This was not done. Such deception is reminiscent of Oscar Wilde's play *The Importance of Being Earnest*. The plot in that play turned on dual identity -- when the same man was "Algernon in town" but "Earnest in the country!" The program with HEGIS code 1306 was Home Economics as far as the State Education Department in Albany, New York, was concerned -- but it was *not* Home Economics as administered at Lehman College in the Bronx, New York! It was a "free-standing" program in the Health Services Department -- which was the Home Economics Department "twice removed."

From the above, it can be concluded that:

1. The issue of gender influenced the power and status of the Department of Family and Consumer Studies (Home Economics) at Lehman College;
2. The University treated an all-woman's department "differently" from the way it treated other departments;
3. The Home Economics departments at Berkeley and Lehman were treated differently from other departments in their respective institutions, *but* they were treated "differently" in the same way, i.e., they did not participate in the decisions

that determined their academic destiny. They were powerless and victimized. Raped!

Conclusions

The idea of Home Economics (*oikonomeia*) is an ancient one (Costantakos, 1984). However, the examination of Home Economics as a discipline influenced by the gender division of labor and distinguished by the cultural norms of "femaleness" is comparatively recent. In her study, Nerad did not make the matter of consent critical. In examining the record at Berkeley and at Lehman, it is clear that in both cases female faculty were disadvantaged. Women faculty were powerless to maintain a "woman's place" in the academy. Why were courses successfully developed and taught by women treated so cavalierly? The patriarchal academy violates women's rights to their "brain children" by using the power to name -- and to rename -- and by manipulating the "paper work" of administration. Home Economics courses are routinely torn from their "mother discipline." In the future, feminist historians must be careful in their assessments not to indulge in the academic equivalent of "blame the victim" where Home Economics is concerned.

Patriarchal power plays sometimes take the form of "seduction." Women are "won over" by the promise of favoritism and reward. When things are done against women's will, however, it becomes a form of intellectual rape, as shattering and devastating to a woman's sense of worth as the aftermath of physical rape. Both manifest the need for the "male ego" to dominate the "female ego." For the intellectual woman, the rape of a body of knowledge denies her the right to her thoughts, her ideas, and her values. It is a violation of her academic freedom. Women in Home Economics have been placed in an impossible double bind -- the academic

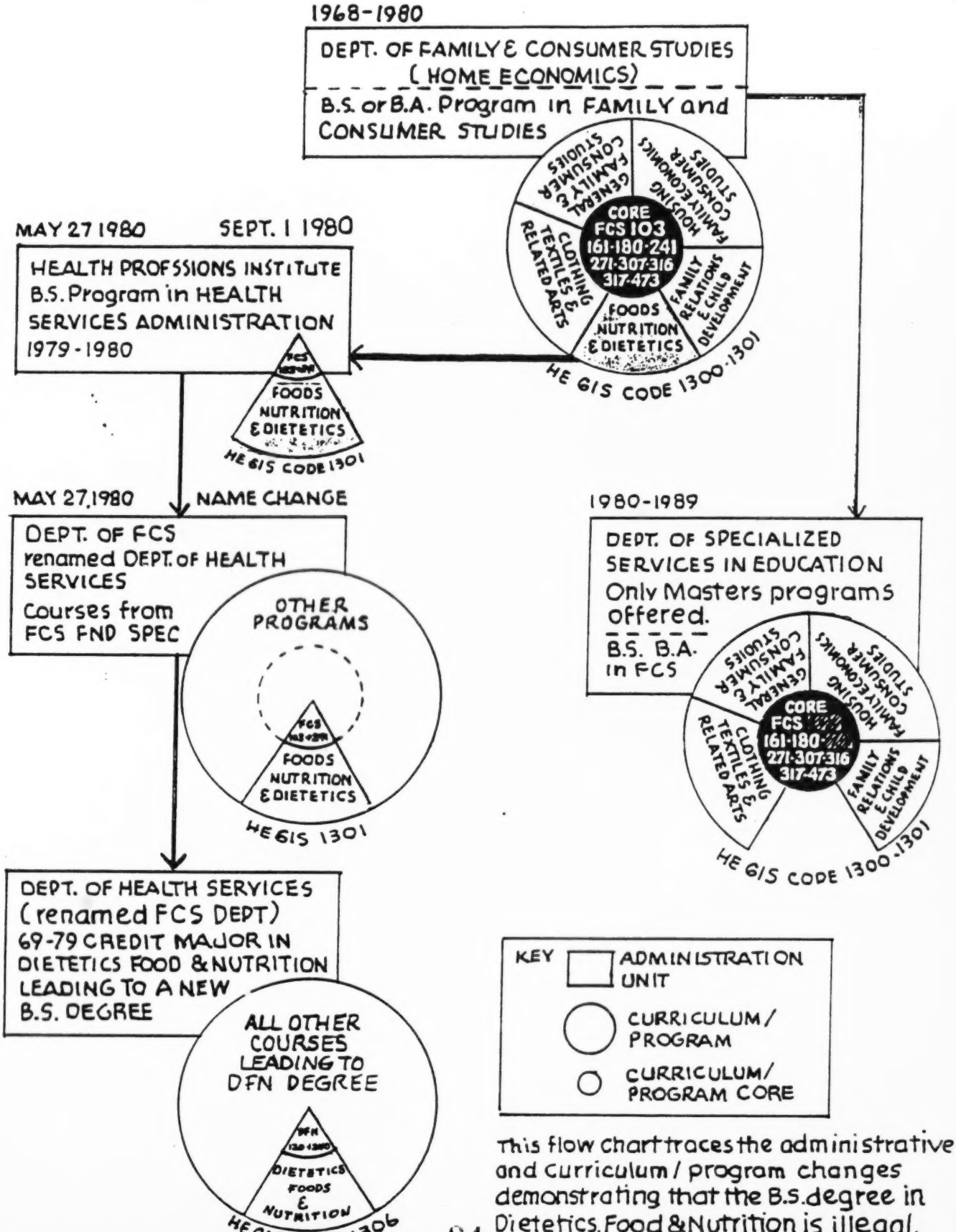
equivalent of "Sophie's Choice" -- a choice that is no choice, a choice that strikes at the heart of feminist values and feminist ethics.

NOTES

1. Elsewhere I have argued (1988a) for a revised conceptualization of the "dual spheres" as nongendered spheres. The dual spheres can be conceptualized as two different perspectives (which *may* be gendered) on the problem of maintaining order in human affairs. The Hestian sphere (after the goddess of the hearth, Hestia) involves ordering the invisible, intimate, private affairs of daily life, i.e., the micro-environment. The Hermean sphere (after the god of communication, Hermes) involves ordering the visible, impersonal, public affairs of social life, i.e., the macro-environment.
2. For example, women involved in affirmative action cases where sex discrimination has been charged against universities are confronted with the need to *prove* "institutional sexism." From tacit knowledge of the *Melani* case at the City University of New York, it is difficult to do.
3. Such terms as "Household Art" and "Household Science" reveal the effects of patriarchy's hold on language and the difficulties women face when they attempt to "name" their world. The issue of "name" has been problematic for Home Economics. Pressures for "name change" are not merely language issues. They are power issues (Thompson, 1984c).
4. Robert Clarke, a biographer of Ellen Swallow Richards ("founding mother" of Home Economics), called her "the woman who founded ecology." See also, Thompson, 1988b, c.
5. For a discussion of the term "power play" in relation to "name change," see Thompson, 1984c.

6. A pattern and practice of denying tenure to members of the department had already made the department vulnerable. Inability to recruit and retain both female *and* male faculty also weakened the department.
7. Under the rules regulating the establishment of new departments, a special procedure and legislative approval were recquired following the fiscal crisis at CUNY in 1973.

ORIGIN OF THE B.S. DEGREE IN DIETETICS. FOODS & NUTRITION: ADMINISTRATIVE CHANGE AND CURRICULUM/PROGRAM CHANGE


1968-1980
DEPT. OF FAMILY & CONSUMER STUDIES
(HOME ECONOMICS)
B.S. or B.A. Program in FAMILY and CONSUMER STUDIES
CORE FCS 103 161-180-241 271-307-316 317-473
HOUSING FAMILY ECONOMICS CONSUMER STUDIES
GENERAL FAMILY & CONSUMER STUDIES
CLOTHING TEXTILES & RELATED ARTS
FAMILY RELATIONS & CHILD DEVELOPMENT
FOODS NUTRITION & DIETETICS
HE GIS CODE 1300-1301
MAY 27 1980
SEPT. 1 1980
HEALTH PROFSSIONS INSTITUTE
B.S. Program in HEALTH SERVICES ADMINISTRATION
1979-1980
FCS 103-241
FOODS NUTRITION & DIETETICS
HE GIS CODE 1301
MAY 27, 1980
NAME CHANGE
DEPT. OF FCS
renamed DEPT. of HEALTH SERVICES
Courses from FCS FND SPEC
OTHER PROGRAMS
FCS 103-241
FOODS NUTRITION & DIETETICS
HE GIS 1301
1980-1989
DEPT. OF SPECIALIZED SERVICES IN EDUCATION
Only Masters programs offered.
B.S. B.A. in FCS
CORE FCS 161-180-241 271-307-316 317-473
HOUSING FAMILY ECONOMICS CONSUMER STUDIES
GENERAL FAMILY & CONSUMER STUDIES
CLOTHING TEXTILES & RELATED ARTS
FAMILY RELATIONS & CHILD DEVELOPMENT
HE GIS CODE 1300-1301
DEPT. OF HEALTH SERVICES
(renamed FCS DEPT)
69-79 CREDIT MAJOR IN DIETETICS FOOD & NUTRITION LEADING TO A NEW B.S. DEGREE
ALL OTHER COURSES LEADING TO DFN DEGREE
DFN 130-1306
DIETETICS FOODS & NUTRITION
HE GIS CODE 1306
KEY
ADMINISTRATION UNIT
CURRICULUM/ PROGRAM
CURRICULUM/ PROGRAM CORE

This flow chart traces the administrative and curriculum/program changes demonstrating that the B.S. degree in Dietetics. Food & Nutrition is illegal.

FIGURE 1

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